

THOMAS ACRES PUBLIC SCHOOL

Parents Guide to Formative Assessment



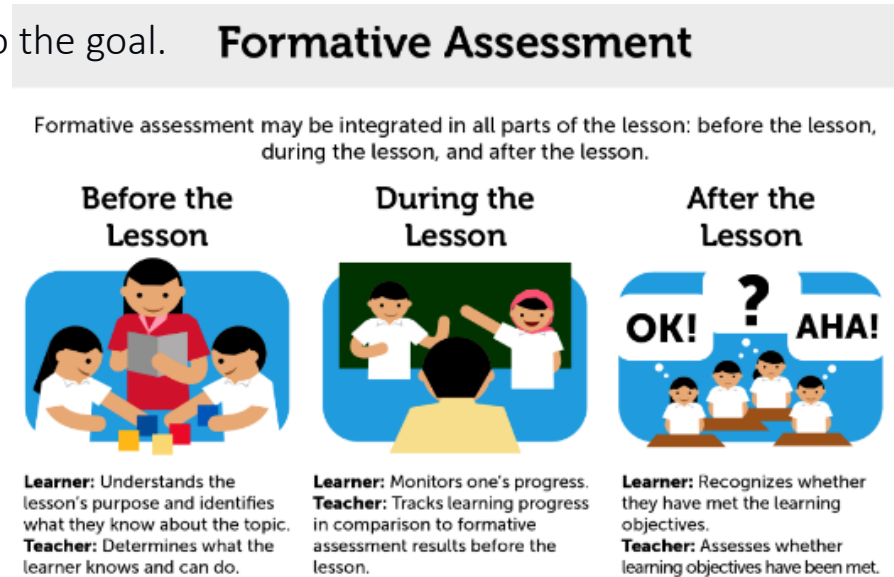
What is Formative Assessment?

Formative Assessment happens continually throughout learning. It gives students and teachers a chance to improve as the lesson/task goes on. It is different to assessments in the past which may have only happened at the end of a term, topic or piece of work, when it is too late to change anything. These types of assessments are still important, but here at Thomas Acres we believe it is also important to involve children in their own learning because this raises the standard of work.

Evidence has shown that students learn best when they understand clearly what and why they are trying to learn (the learning intentions) and what is expected of them (the success criteria).

Formative assessment refers to the ongoing process students and teachers engage in when they:

1. Focus on learning goals.
2. Take stock of where current work is in relation to the goal.
3. Take action to move closer to the goal.



Formative Assessment is about:

- Involving students in their own learning
- Sharing learning goals and success criteria with pupils
- Involving pupils in self-assessment and peer assessment
- Asking the right kind of questions
- Giving children feedback about the quality of their work and how they can make it better
- Helping children decide what steps they should take next
- Belief that every pupil can improve

*"WHEN TEACHERS DO
FORMATIVE ASSESSMENT
EFFECTIVELY, STUDENTS
LEARN AT ROUGHLY
DOUBLE THE RATE THAN
THEY DO WITHOUT IT."*

DYLAN WILLIAM



What does Formative Assessment look like in the classroom?

Think of the teacher's role as similar to a coach.

Coaches need to be very clear about what they want players to do to be successful.

Players need time to practice new skills and feedback to help them improve.

In the classroom, students also need time to practice new skills and need to know:

- What to do (using Learning Intentions / WALT and Success Criteria / WILF)
- How to improve (using feedback)
- Where to improve (using self-reflection)

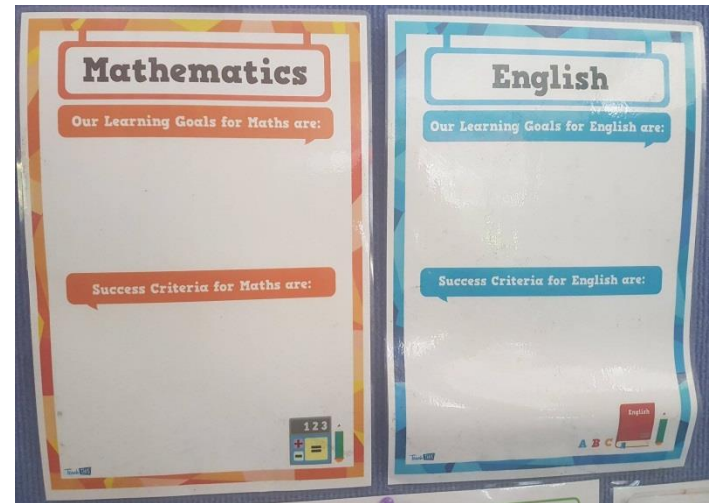
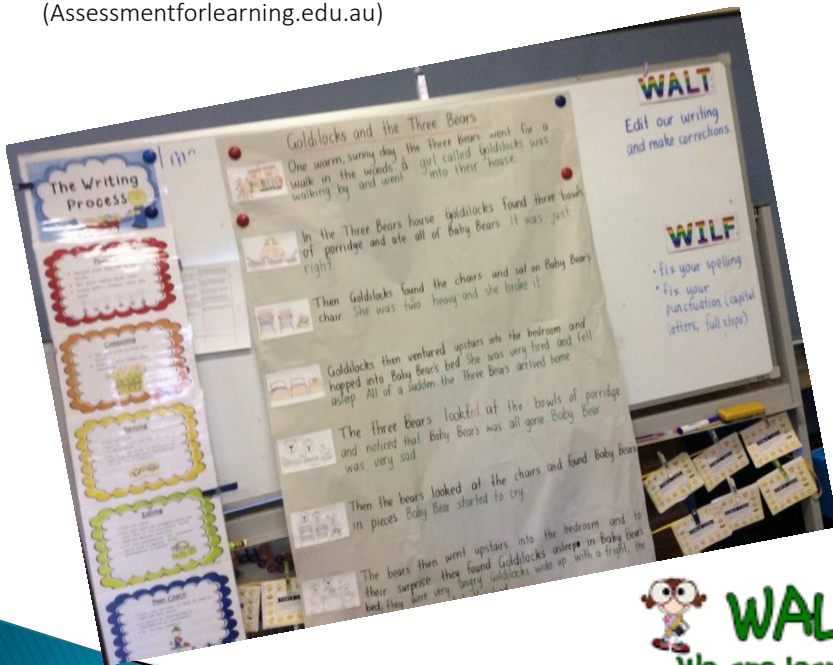


What are some of the Formative Assessment strategies being used at Thomas Acres?

❖ Learning Intentions and Success Criteria:

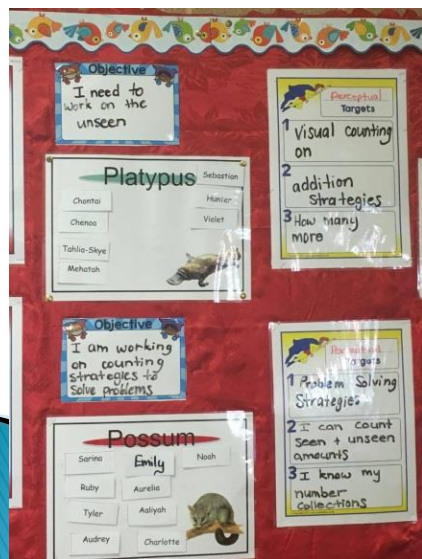
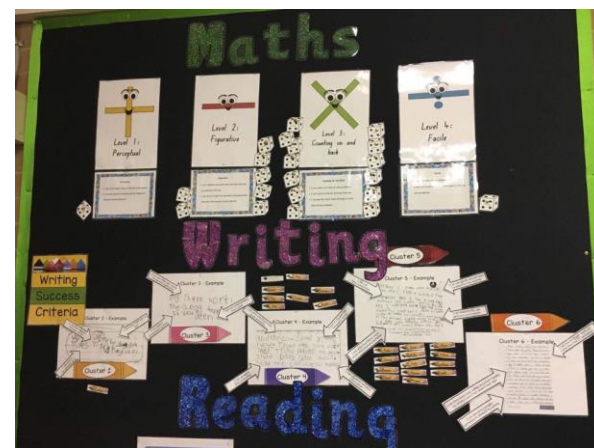
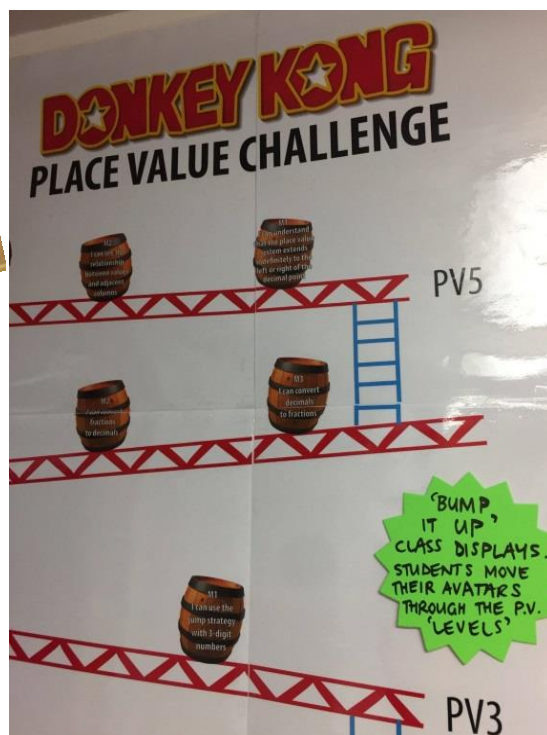
A **learning intention** for a lesson is a statement, created by the teacher, which clearly explains what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activity. (Assessmentforlearning.edu.au)

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning. (Assessmentforlearning.edu.au)



❖ Bump it up Walls:

Bump It Up Walls are a way students can see their progress. Students are able to see where they are in their learning and what they need to do to move forward. ...



❖ I can statements:

I can statements can assist students to become more responsible for their learning and to be reflective of their own work. Students can track their learning and know exactly what they are working on or towards at any given time.

DONKEY KONG
PLACE VALUE CHALLENGE

STUDENT TRACKING SHEET

Place Value Level 0 – Ten as a Count (Stage 1 Outcome)

	Q	T
M1 I can count on by ones.		
M2 I can count on by 10s.		
M3 I can skip count by 10s.		

Place Value Level 1 – Ten as a Unit (Stage 1 Outcome)

	Q	T
M1 I can count on by 10s.		
M2 I can count back by ones from any 2-digit number to find the difference between two numbers.		
M3 I can count on by 10s from any 2-digit number to find the total of two 2-digit numbers.		
M4 I can count back by 10s from any 2-digit number to find the difference between two numbers.		
M5 I can see 10 as a single unit in a number.		

Place Value Level 2 – Tens and Ones (Stage 1, Stage 2 Outcome)

	Q	T
M1 a) I can use the jump strategy for addition and subtraction of 2-digit numbers without trading. b) I can use the jump strategy for addition and subtraction of 2-digit numbers with trading.		
M2 a) I can use the split strategy for addition and subtraction of 2-digit numbers without trading. b) I can use the split strategy for addition and subtraction of 2-digit numbers with trading.		
M3 I can use either strategy for addition and subtraction of 2-digit numbers over and around 100.		
M4 I can split any 2-digit number into various combinations of 10s and 1s.		

Place Value Level 3 – Hundreds, Tens and Ones (Stage 2 Outcome)

	Q	T
M1 a) I can use the jump strategy for addition and subtraction of 3-digit numbers without trading. b) I can use the jump strategy for addition and subtraction of 3-digit numbers with trading.		
M2 a) I can use the split strategy for addition and subtraction of 3-digit numbers without trading. b) I can use the split strategy for addition and subtraction of 3-digit numbers with trading.		
M3 I can use either strategy for addition and subtraction of 3-digit numbers over and around 100.		
M4 I can split any 3-digit number into various combinations of 10s and 1s.		

Place Value Level 4 – Decimal Place Value (Stage 3 Outcome)

	Q	T
M1 I can understand that tenths and hundredths represent fractional parts of a whole.		
M2 a) I can order decimals e.g. 0.8 is greater than 0.75. b) I can interchange between tenths and hundredths e.g. 0.6 is the same as 0.60, 6 tenths and 60 hundredths. c) I can work out the difference between decimals using tenths, hundredths and thousandths. d) I can convert between units of measurement. e) I can multiply or divide decimals by multiples of 10 or 100.		
M3 I can convert decimals to fractions.		

Place Value Level 5 – System Place Value (Stage 3 Outcome)

	Q	T
M1 I can understand that the place value system extends indefinitely to the left or right of the decimal point.		
M2 a) I can see the relationship between values and adjacent columns. b) I can convert decimals to fractions to percentages. c) I can add and subtract like and unlike decimals. d) I can add and subtract improper fractions. e) I can use my number and decimal knowledge to answer complicated mathematical problems.		

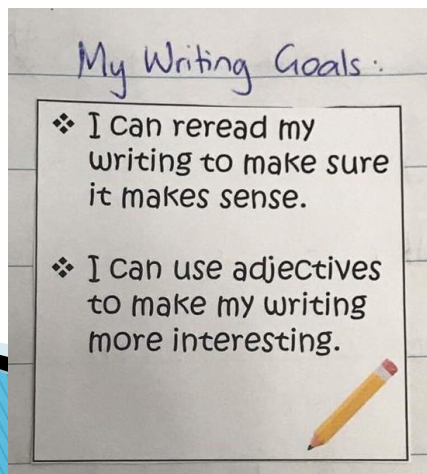
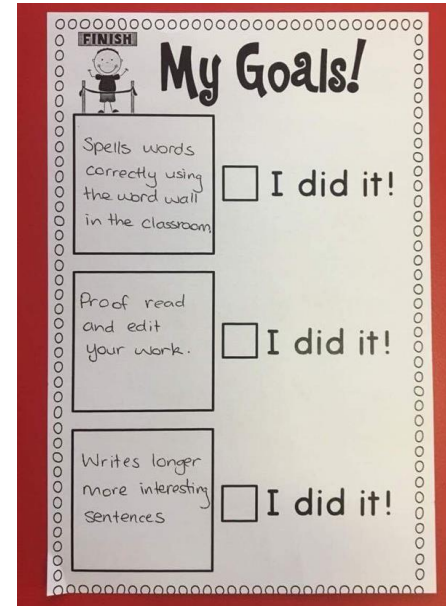
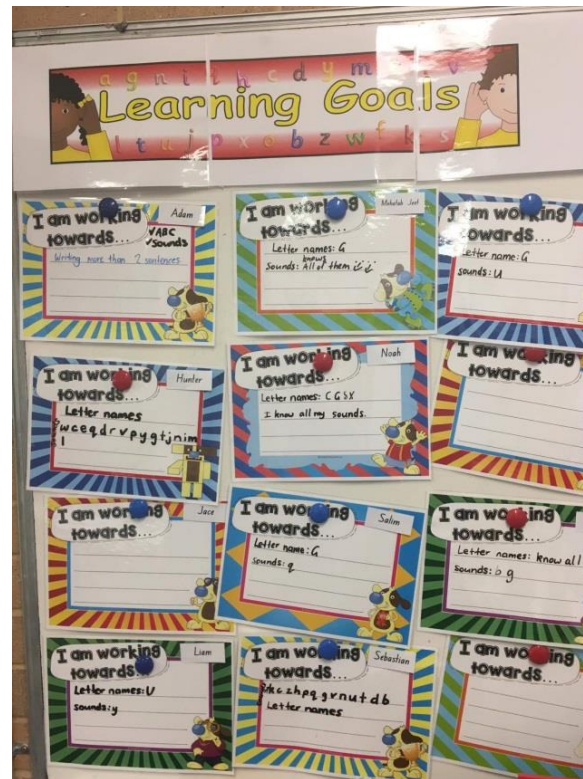
FORMATIVE ASSESSMENT 'I CAN' TRACKER FOR STUDENTS

Writing Aspect - Cluster 4

		😊	T
M1	I can write one or more sentences.	✓	
	I can spell some words.		
	I can form most of my letters correctly.	✓	
	I can use full stops and capital letters.		
M2	I can write my ideas.		
M3	I can read my own writing aloud to see if it makes sense.		
M4	I can tell you who I am writing for and why.		
M5	I can try to spell the common words that my teacher uses.		
M6	I can use joining words to link my ideas.		
M7	I can use pronouns (eg: I, he, she, they etc)		
M8	I can hold my pencil correctly.	✓	
	I can put my paper in the right place when I'm writing.	✓	
	I can sit properly when I write.	✓	
	I can fix my posture, pencil grip or paper.	✓	
M9	I can use the computer to write with my teacher's help.		

❖ Learning Goals:

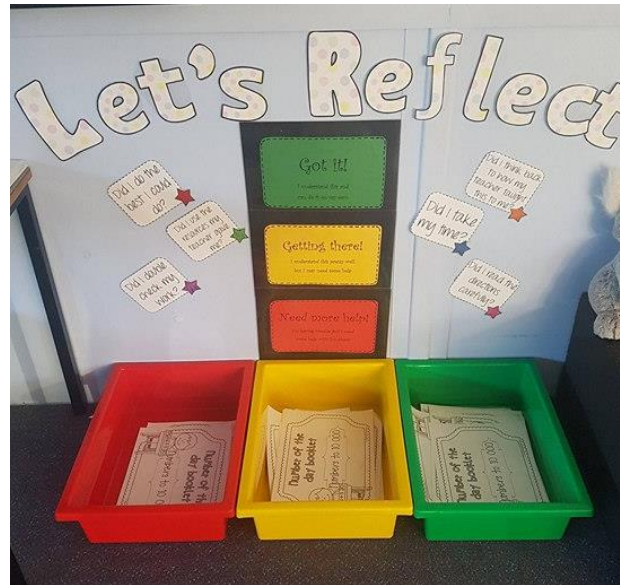
Personal learning goals are about improving students' **learning** and achievement and building students' capacity to learn. They are about students becoming active participants in the **learning** process, empowering them to become independent learners, and motivating them to achieve their full potential.(www.education.vic.gov.au)



❖ Peer feedback and Self assessment:

Research shows that a combination of **student self-reflection** and peer review is most likely to result in deeper learning. ... The aim is to create a learning experience in which **students** can take responsibility for setting their own learning goals and evaluating progress in reaching those goals (<https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/self-reflection>)

Writing Self Assessment			
1. My writing makes sense and I have full stops and capital letters			
2. I used a contraction like I'm, couldn't, isn't			
3. Neat handwriting.			
4. I used ! , ,			
5. Conjunctions like because, but, and.			
6. I have describing words.			



2 Stars and a Wish

From your buddy Makirah

you used an !?

you have capital letters and full stops

neat handwriting

How I feel about my work today:

Self Evaluation: Traffic Light Code

Red I found this tough. I need someone to help me.

Amber I understand most of it. I need more practice.

Green I understand! I am ready for the next step.

Skip counting was very easy because I know how to count and I already learnt it.

Spelling was ok I just found remembering the patterns in the words a bit difficult.

I didn't struggle with anything.

Self Evaluation: Traffic Light Code

Red I found this tough. I need someone to help me.

Amber I understand most of it. I need more practice.

Green I understand! I am ready for the next step.

Assess Yourself

I am very confused.

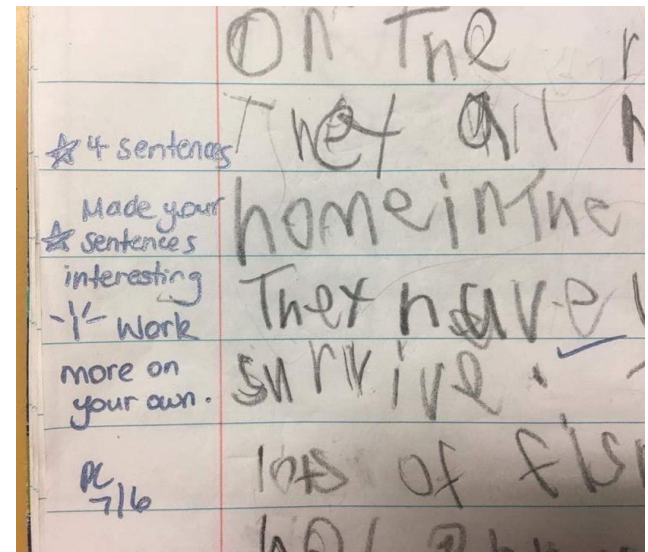
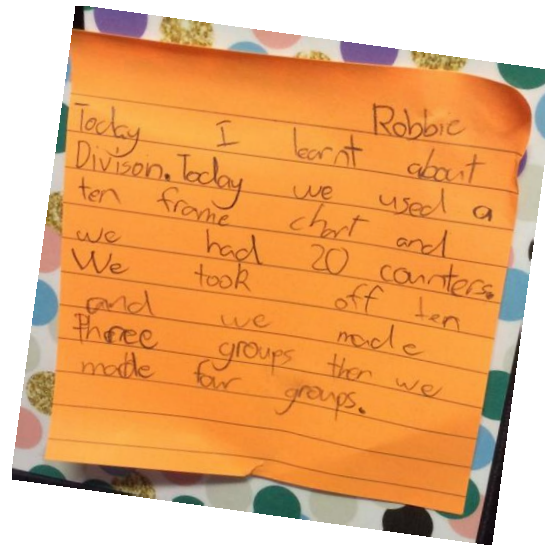
I need a little help.

I've Got It!

❖ Feedback continued:



Exit slips are written student responses to questions teachers pose at the end of a class or lesson. These quick, informal assessments enable teachers to quickly assess students' understanding of the material.



Two stars and a wish - a useful strategy to use with the writing process. The reader must identify two things the author did well (**stars**) and one specific suggestion for improvement (**the wish**).

